



STATE OF MICHIGAN
COMMUNITY COLLEGES
2003-04
At-Risk Student Success Program

Grant Expenditures and
Program Summaries

January 2005

Michigan Department of Labor & Economic Growth
Office of Postsecondary Services
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**STATE OF MICHIGAN
COMMUNITY COLLEGE
AT-RISK STUDENT SUCCESS PROGRAM**

BACKGROUND

The At-Risk Student Success Program was first authorized as a grant in the 1989-90 community college appropriation act (Public Act 175 of 1989). The original purpose of this grant was to assist community colleges in providing services to at-risk students. The permitted uses of the grant expanded in fiscal year 1996 however. At that time utilization of grant funds could also be used for the acquisition, enhancement, or upgrade of equipment and software related to telecommunications, computer systems, or other technologies for use by students, faculty or administrators. The expanded use of the funds continues to the present year.

Grant funds for fiscal year 2003 were to be used to address the special needs of at-risk students or for equipment or upgrade of information technology hardware or software. Activities related to services provided to at-risk students included, but were not limited to pretesting for academic ability, counseling contacts, and special programs. Equipment or information technology hardware or software purchased need not have been associated with the operation of a program designed to address the needs of at-risk students.

The definition of an at-risk student has also changed. The original definition, lasting only the first year, was:

Students referred to the community or junior colleges under 1 or more of the following state programs?

- (a) MJOB-Retrain (this was a state-funded job retraining program)
- (b) Tuition Incentive Program (TIP)
- (c) Michigan Opportunity Skills Training (MOST)
- (d) Job start

Beginning the second year of the program, and continuing to the present, an at-risk student is defined as:

Students who meet 1 or more of the following criteria:

- (a) Are initially placed in 1 or more developmental courses as a result of standardized testing or as a result of failure to make satisfactory academic progress.
- (b) Are diagnosed as learning disabled.
- (c) Require English as a Second Language (ESL) assistance.

The colleges are required to provide information to the state regarding the use of the At-Risk grant funds. This report is a summary of that information. Questions regarding this report should be directed to the Michigan Department of Labor and Economic Growth or the contact person at each community college.

STATE OF MICHIGAN
AT-RISK STUDENT SUCCESS PROGRAM

STATE SUMMARY

October 1, 2003 - September 30, 2004
P.A. 146 of 2003, Section 401

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 3,322,700.00
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 2,993,885.55
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 328,814.45

2. At-Risk Students Served (Unduplicated Count)	53,680
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STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Alpena Community College	
	Contact Person	Jackie Witter	
	Title	Clerical Assistant to The Learning Center Director	
	Telephone	989/358-7342	Fax 989/358-7336
	E-Mail	witterj@alpenacc.edu	

1. Expenditures:

A.	Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$68,700
B.	Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$68,700
C.	Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0

2. At-Risk Students Served (Unduplicated Count)

206

3. Summary of Accomplishments

The At-Risk Program works in conjunction with two other programs: the Vocational Support Services & the Student Support Services programs.

Specialized workshops are conducted on career exploration, financial aid, transfer options, time management & stress reduction. Supplemental materials are available to students in Psychology, Math & English courses. Students with documented disabilities receive accommodation services.

Alpena Community College annually evaluates services to students who are considered At-Risk. This evaluation encompasses evaluation of services to students, methods of identifying At-Risk students & a review of developmental courses. Recommendations for improvement are derived from the above evaluation & are implemented so that we may better serve the students.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College Bay de Noc Community College	
	Contact Person Joanne Roy	
	Title Director of Institutional Research	
	Telephone 906-786-5802	Fax 906-786-6555
	E-Mail royj@baycollege.edu	

1. Expenditures:

- | | |
|---|----------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$82,400 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$82,400 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$0 |

2. At-Risk Students Served (Unduplicated Count)

701

3. Summary of Accomplishments

During the 2003-2004 academic year students at Bay College were pre-tested with the Compass test before enrolling in English and math classes. These testing scores were used for advising and placement of students in the appropriate classes for their skill level. Students needing developmental writing instruction were enrolled in a specialized class with class sizes that were smaller than normal. Students who needed counseling services were provided those in an on-demand fashion. In addition to academic counseling, crisis counseling was provided for students who were experiencing some trauma in their lives.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Delta College	
	Contact Person	Pat Graves	
	Title	Director of Sponsored Programs	
	Telephone	(989) 686-9218	Fax (989) 667-0620
	E-Mail	pagraves@delta.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 99,400
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 99,400
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	2,258
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3. Summary of Accomplishments

Delta College's At-Risk Program consists of a number of student support initiatives that are intended to provide the additional support necessary to retain at-risk students, assist them to achieve academic success, and complete their educational goals. Students are identified as at-risk by their COMPASS scores (incoming assessment test) and/or their academic performance in the classroom. Incoming students scoring in the nonprepared or underprepared ranges on the COMPASS assessment test, or whose academic performance in class indicates they could benefit from additional academic support are referred to the At-Risk Program staff for supplemental services.

The At-Risk Program staff provide at-risk students with supplemental advisement, support, and follow-up, and act as "broker" of campus-based and community services. Delta College's At-Risk Program is staffed by an Advisor (M. Carter) and a Student Development Specialist (S. Chandran; responsible for coordinating support services through the Teaching/Learning Center). In addition, students with learning disabilities are referred to the Director of Disability Services (M. Cooper, institutional resource). A partnership has been established with local agencies to effectively serve adult basic education students, and At-Risk Program staff refer at-risk students to external organizations to obtain services that are not provided by Delta College.

The At-Risk Program staff also contact students who could benefit from additional support by sending letters detailing the Program's services. Staff assist students through the development of foundational (developmental education) courses, Student Success courses and seminars, and act as a faculty resource. The At-Risk Program staff work with students to develop educational plans that may include a referral to the Teaching/Learning Center (TLC) and/or to Disability Services.

Delta College students who fall below a "C/2.0" grade point average are placed on "Academic Caution" and are required to meet with a counselor/advisor prior to enrolling in any future classes. An Academic Service Plan is developed with the student that includes continued follow-up with the counselor/advisor who provides advisement for the following semester. During 2003-04, a total of 219 (unduplicated) students received counseling/advising from the At-Risk Program Advisor (M. Carter).

Through the Teaching/Learning Center, at-risk students receive assistance through the following services:

Plato: Students requiring a refresher course in Math, Reading, or Writing Skills are assisted by the Plato software program. Studies have shown that students completing the entire tutorial have increased COMPASS scores. During 2003-04, a total of 282 (unduplicated) at-risk students used Plato.

Productivity Environmental Preference Survey (PEPS): PEPS is administered to some at-risk students to determine and review their learning styles. Following the administration, staff explain the outcomes to students and provide suggestions for improving their study strategies. During 2003-04, a total of 273 (unduplicated) at-risk students participated in the Productivity Environmental Preference Survey.

Tutoring: Tutoring at the TLC is offered on a walk-in basis. This model is relatively unique but has tremendous benefit with regard to the number of students who can be served. Each tutor is trained to work with a number of students at the same time, thereby gaining higher work effectiveness and cost efficiencies. Student usage of the tutoring program continues to increase each year, especially in the number of visits and contact hours, which are indicators that students find value in the services offered. During 2003-04, a total of 1,014 (unduplicated) at-risk students received tutoring.

Structured Learning Assistance (SLA): This program is designed to serve students in the first level developmental courses in English and Math. Faculty teaching these developmental courses have the option of requesting a Structured Learning Assistant or a Peer Mentor to offer supplemental sessions and tutoring with students in addition to class time. Workshops are also built into the student schedule, and students are required to attend these workshops if their grades fall below a C/2.0 level. An ongoing study has shown that students attending 5 or more SLA workshops have a higher grade point average than students attending fewer workshops (or none at all). During 2003-04, a total of 843 (unduplicated) at-risk students received Structured Learning Assistance services.

Study Groups: The Math and Nursing faculty introduced the Study Groups to improve the academic success of their students. Other disciplines within the College are also initiating Study Groups, as data indicates that participating students have both increased retention (within courses) and grade point averages. The participating faculty identify the classes and the students register for services at the Teaching/Learning Center. Trained and certified tutors are available to facilitate the Study Groups and to assist students. During 2003-04, a total of 192 (unduplicated) at-risk students participated in Study Groups.

Athletic Program: All incoming student athletes are required to attend weekly study sessions conducted in the Teaching/Learning Center. The study sessions are facilitated by a qualified tutor who has been certified by the Teaching/Learning Center. The Athletic Monitoring program regularly communicates with faculty to confirm the student's academic progress. This progress report includes both academic progress and attendance. Athletes who do not attend the weekly study sessions can be suspended from participating in their sport. During 2003-04, a total of 31 student athletes participated.

In summary, during the 2003-04 fiscal year, a total of 2,258 unduplicated at-risk students received supplemental support services from Delta College's At-Risk Program. The At-Risk funding received from the State of Michigan has provided Delta College with the opportunity to provide additional academic support services to assist academically at-risk students to improve their academic achievement (grade point average) and retention both within and between semesters.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Glen Oaks Community College	
	Contact Person	Mark G. Watson	
	Title	Chief Operations Officer	
	Telephone	269-467-9945	Fax 269-467-4144
	E-Mail	mwatson@glenoaks.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 127,500 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 125,600 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)	496
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3. Summary of Accomplishments

This grant was used to assist at-risk students in the counseling/advising stages of their education at the College.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT
October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Gogebic Community College	
	Contact Person	Steve Wesselhoft	
	Title	Dean of Student Services	
	Telephone	906 932-4231 ext 212	Fax 906 932 2339
	E-Mail	stevevw@gogebic.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 71,500
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 71,500
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)

642

3. Summary of Accomplishments

At-Risk students at Gogebic Community College are first identified through the admissions process, through direct student services staff contacts, through self-identification, and through faculty referral. Those students identified as At-Risk during the admission and orientation phases are provided with supplemental intensive advising services. These advisors spend considerable time working with new At-Risk students assessing their skills and interests, developing academic and career goals, and arranging specialized service opportunities, including tutoring and accommodations for special learning needs. Follow-up appointments are also provided as the academic year proceeds. Once these students have experienced academic success, they are generally assigned to a regular faculty member for academic advising in their field of study, although some students are retained by specialty advisors if ongoing supports are indicated.

As the academic year progresses, faculty members also identify At-Risk students and refer them to Student Services and the At Risk program for intervention. These students are asked to meet with one of the specialty advisors and identify/review their barriers to success, obtain academic and/or counseling support, reassess their course load, and review/establish academic and career goals (both long and short term).

Funding through the At-Risk allocation also provides peer tutors for At-Risk students in most subject areas on campus. Tutoring is provided in both individual and group sessions.

In 2003-04 special focus continued to be placed on enhancing services to students attending courses at remote off-campus sites, particularly At-Risk students in Houghton, Keweenaw and Baraga Counties. Services included assessment of basic academic skills followed by sessions with an academic advisor either in the home community or through telephone and e-mail contact.

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October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Grand Rapids Community College	
	Contact Person	Tina Hoxie	
	Title	Dean of Student Affairs	
	Telephone	616-234-3926	Fax 616-234-3628
	E-Mail	thoxie@grcc.edu	

1. Expenditures:

A.	Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 98,000.00
B.	Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 40,698.93
C.	Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 57,301.07

2. At-Risk Students Served (Unduplicated Count)

5,816

3. Summary of Accomplishments

Grand Rapids Community College's Academic Foundation Program(AT-Risk) is a comprehensive program which starts with assessment testing, placement for developmental class offerings and support services for those student enrolled in AFP classes. Funding supports services for at risk students for example the book loan program, group and one on one tutorial support, career exploration, advising & counseling, technology and learning environment changes.

Accomplishments and new initiative this year have included the following: Redesign and upgrade of the learning environment in the reading and writing labs, enhancements to the ESL support services to address increased interest and student enrollment, professional development for tutors supporting the needs of at risk students, technology purchase for the new Enrollment Center for the assessment room, Faculty attendance at regional conference, continuation of the group tutorial pilot program from previous year and pre and post testing and results to support class placement.

A project highlight for this year is the new Enrollment Center. This center is a new front door and one stop for new and returning students. First generation and other students have many at risk factors and are often confused and find it difficult to navigate the higher educational street to seat process. Through the process of continuous quality improvement we have redesigned our intake student services model, reorganized staff and renovated an existing space. Students have available a new 5,500 sq feet high touch/high tech learning environment as they start their educational and career journey. Specialist positions working in the Center have been hired to assess the starting points and next steps for students with the goal being a successful beginning at GRCC. The center has focused on breaking down barriers, improving communication, simplifying the process, teaching students to be self service options, improving their access and supporting their educational plan and dreams. At risk funding made it possible to add technology to aid and support students and along with these needed service changes.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Henry Ford Community College	
	Contact Person	Gerald Olszewski	
	Title	Associate Dean of Counseling	
	Telephone	313-845-9752	Fax 313-317-6550
	E-Mail	jerry@hfcc.edu	

1. Expenditures:

A.	Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 46,500
B.	Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 146,500
C.	Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	6,140
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3. Summary of Accomplishments

Henry Ford Community College requires all new students to complete placement tests including: reading, writing, and math. In addition, students complete the MOIS structured search. After testing, all new students see a counselor to
Develop a plan of work.

Current students on academic probation must see a counselor in order to enroll.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Jackson Community College	
	Contact Person	Charlotte Finnegan	
	Title	Assistant Dean, Foundation Studies	
	Telephone	517-796-8548	Fax 517-768-7008
	E-Mail	charlotte_finnegan@jccmi.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 101,800
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 101,800
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0-

2. At-Risk Students Served (Unduplicated Count) [JCC: DE, ESL, Special Needs 03/FL-04/SP]	1,797
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3. Summary of Accomplishments

JCC continues to use ACT scores, Accuplacer® scores, and a review of prior college courses as part of our mandatory assessment and placement for new students. We added the use of Levels of English Proficiency for those who score low on reading to gather more information about their reading ability.

This year, our new Foundation Studies division worked with Academic Council and Student Services to refine and establish clear policies on assessment, placement, prerequisite requirements, academic intervention, documentation, and participation. Faculty identify students in academic difficulty using our Early Alert online form, in addition to e-mail, phone calls and visits to CSS. Faculty also identify students at-risk using our online interim grading, completed three times a semester.

The Center for Student Success launched a tutor training program, certified by the College Reading and Learning Association. Tutoring services expanded to include drop-in tutoring by trained tutors and CSS faculty plus online tutoring purchased from Smarthinking.com. CSS added more mathematics videos and plastic models for science students to use for course review. Two full time faculty and two part time faculty continued to be available at the CSS to assist students with skills development and provide customized instruction.

The Developmental Education curriculum added instructional time to be able to include more hands-on learning and instructor conference time for writing classes, more time for study strategies and skill application to content areas in reading classes, and more direct personal instruction in basic mathematics. Study Strategy workshops and Project Success (a learning conference for students) were required by more instructors and experienced double the participation.

Faculty examined the curriculum of each course at JCC to determine necessary basic skills prerequisites. JCC shifted from blanket Developmental Education holds to specific DE prerequisites as appropriate applied directly to individual courses.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Kalamazoo Valley Community College	
	Contact Person	Louise D. Anderson	
	Title	VP for Finance & Business	
	Telephone	269-488-4777	Fax 269-488-4220
	E-Mail	landerson@kvcc.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 100,200 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 100,200 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)

263

3. Summary of Accomplishments

Students entering Kalamazoo Valley Community College have been assessed in reading, writing, and math skills (ASSET or COMPASS), and they have participated in orientation sessions. Assessment results have been reviewed with academic counselors, and students have been advised, and registered for courses within their chosen curricula, including, as necessary, developmental/transitional classes in reading, writing, math, and study skills.

Full-time professionals, as well as formally trained (CRLA certified) part-time tutors, have provided academic assistance for students as additional help was needed with class assignments.

In addition, as students have needed specific services to support their instructional experiences, a broad range of opportunities have been provided, such as special services (interpreters, adaptive equipment, etc.), financial aid, child-care, counseling, social organizations, athletic and cultural activities.

The Director of Transitional Education has met with full and part-time faculty members teaching courses for at-risk students, and encouraged their adapting teaching methods and research to better serve student needs.

PLATO, a computer-based tutorial program, has been licensed/installed on many computers. Student usage of the tutorials continues to grow, and faculty continue to develop modules to integrate the software lessons into developmental courses. A number of 14-week developmental courses have been built into the class schedule for each term so that at-risk students registering late (in a 16 week semester) do not have to enter classes after missing some of the initial sessions.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Kellogg Community College	
	Contact Person	L. Marshall Washington	
	Title	Dean for Student Services	
	Telephone	269-965-3931 ext2627	Fax 269-965-8850
	E-Mail	washingtonm@kellogg.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 143,000
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 143,000
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	2,559
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3. Summary of Accomplishments

Kellogg Community College (KCC) academic advisors identified at risk students and set up a support system to help them succeed. Academic advisors reviewed COMPASS, ASSET and ACT placement test scores in English, reading, and math with students during the intake interview. Sometimes academic advisors needed to advise students to commit a semester to academic skills building in the KCC developmental program before beginning college-level work or to take a combination of developmental courses along with college-level courses. The academic advisors referred many at risk students and students with disabilities to the Special Populations program, the Student Support Services program, or the Tutoring Coordinator for academic assistance and/or academic accommodations. They also referred students to the Financial Aid Office and/or the Special Populations program for financial assistance. KCC academic advisors prepared educational plans for at risk students so they could see the courses needed to meet their career and academic goals. For those at risk students who are undecided about their goals, the academic advisors assisted them in understanding their work values, exploring career clusters, researching particular careers, and deciding upon a career direction.

This year the at risk funds were spent to support direct services to at risk students by covering a portion of the salaries of the testing and assessment director and secretary, academic paraprofessionals, and academic advisors.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Kirtland Community College	
	Contact Person	Stacey Barnes	
	Title	Dean of Student Services	
	Telephone	989-275-5000 x248	Fax 989=275-6789
	E-Mail	barness@kirtland.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 146,600 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 146,600 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)

748

3. Summary of Accomplishments

Writing Center: Students were helped through a writing course that provided intensive individualized help with sentence structure, punctuation and grammar. Another course, Writing Mechanics, helped students with special needs to make the transition between Basic Writing and English Composition I. Also, informal help was provided on a drop-in basis.

Developmental Reading: Students were helped in two developmental reading courses through interactive classroom instruction involving students with each other and with the instructor. In the lab, students used a computer program to study details, main idea, sequence, inference, and vocabulary. Personal attention was given by instructors and paraprofessionals to help each student reach his/her own maximum potential.

Counseling: The director of counseling and the counseling staff provided personal, career, and academic counseling and developmental counseling to advise all students whose placement reading level was Basic Reading. The counselors administered career assessment inventories, monitored their progress, met with them throughout the semester, and continued to advise them until they completed two of the developmental courses.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Lake Michigan College	
	Contact Person	Jenny Schanker	
	Title	Transitional Studies Chair	
	Telephone	(269) 927-8100 ext. 5183	Fax (269) 927-8613
	E-Mail	schanker@lakemichigancollege.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 162,100 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 104,981 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 57,119 |

2. At-Risk Students Served (Unduplicated Count)

3,916

3. Summary of Accomplishments

The number of Lake Michigan College students served by At-Risk programs and services continued to increase in 2003-2004. This includes a record number of students who took assessment tests funded by At-Risk. Other highlights of activities funded by the At-Risk grant include the purchase of additional Plato software licenses to supplement instruction in Reading, Writing, and Math at all three LMC campus sites, and a technology upgrade for the Learning Assistance Center, including the purchase of a scanner to be used with Open Book software.

At-Risk funds were also used to supplement a college Professional Development Grant to send a faculty member to the Kellogg Institute for the Training and Certification of Developmental Educators in summer 2004.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Lansing Community College		
	Contact Person	Rebekah Woods	Prepared by: Louise Rabidoux & Christina DeLand	
	Title	Director of Student Success	Counselors for At-Risk Students	
	Telephone	(517) 483-1904	Fax	(517) 483-1970
	E-Mail	woods4@lcc.edu	rabidol@lcc.edu	delandc@lcc.edu

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 147,600 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 147,600 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)

6,645

3. Summary of Accomplishments

Lansing Community College provides comprehensive support services for Developmental, English as a Second Language, and Learning Disabled students to increase retention and student success. The At-Risk counselors provide academic, personal, and career counseling and advising to students who meet the grant criteria. Intensive outreach to this population is ongoing, through student contacts, classroom presentations, and collaborative meetings with ESL, Language, and Math Skills department faculty and administrators. The At-Risk Grant counselors participate in new student Orientation, providing student success presentations and counseling and advising. Ongoing student follow-up to monitor student success continues to be the foundation for counseling services with this population.

During the grant year, the At-Risk counselors developed a new initiative called Program Assisting Student Success (P.A.S.S.) to support the At-Risk student population. P.A.S.S. was created to provide intensive outreach and comprehensive support to these students. New P.A.S.S. service intake forms were implemented, and P.A.S.S. brochures were created and distributed. Counseling-based outreach modules were created to be presented to Developmental Classrooms that cover topics including: Support Service Overview, Believing in Oneself, Stress Management, Choosing Success in College, Goal Setting, Learning Styles, Study Skills, Test Anxiety, Time Management, and Choosing a Career. In addition, the At-Risk counselors gave presentations to Developmental Course Faculty to introduce the P.A.S.S. program and to increase awareness of available support services.

Effective this year, Lansing Community College adopted a new method by which it collects student enrollment data, replacing the 1/10th state count capture used in 2002-03 and prior years. Official enrollment numbers are now captured at the end of the academic period. Therefore, students whose drops are processed after the semester has ended, but still during the designated academic period, are no longer counted as enrolled students. This new method of capturing official student enrollment has significantly impacted the numbers of At-Risk students reported this academic year. The total At-Risk student population decreased for this grant year to 13,612 utilizing this new count method.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Macomb Community College	
	Contact Person	Carol Churchill	
	Title	Dean Of Student Success	
	Telephone	(586) 445-7407	Fax (586) 445-7157
	E-Mail	Churchillc@macomb.edu	

1. Expenditures:

- | | |
|---|-----------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 84,400 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 84,400 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)	3,361
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3. Summary of Accomplishments

The At Risk program provides assistance to identified students such as assessment, advising and counseling, course placement, tutorial help, and other support services. Staff of the program work in conjunction with the Special Services program and the Learning Center to provide a full range of services.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Mid Michigan Community College	
	Contact Person	Gwladys Austin	
	Title	Vice President Institutional Services	
	Telephone	989-386-6637	Fax 989-386-2411
	E-Mail	gaustin@midmich.edu	

1. Expenditures:

A.	Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 124,000
B.	Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 124,000
C.	Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	1,378
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3. Summary of Accomplishments

We continue to improve remedial and basic academic instruction and services for at-risk students. Some of the revisions this year include:

- Collaborative learning groups have imposed an ASC component that helps students utilize collaborative learning concepts outside of the classroom
- Basic English has been adapted into the smaller classroom environment to promote improved learning results
- Math continues to be in the open lab setting using syllabi that incorporates college success skills such as time management into the classroom
- Students in Math 101 are offered the choice of working in a small collaborative environment if they choose
- ASC Math lab has implemented a plan for tracking students that gives personnel a more understandable picture of students' weekly progress
- The English and Math departments within the ASC hold monthly meetings to focus on issues such as student tracking, retention, and textbook comprehension
- Testing services continue to evolve to accommodate varied testing situations
- ASC and classrooms continue to work on reading levels. ASC has guidelines in place to support students placing in levels that are exceptionally low

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Monroe County Community College	
	Contact Person	Dr. Cindy Riedel	
	Title	Coordinator of Learning Assistance Lab/ At-Risk Program	
	Telephone	734.384.4164	Fax 734.384.4192
	E-Mail	criedel@monroeccc.edu	

1. Expenditures:

A.	Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 90,700
B.	Amount of grant spent to address the special needs of at-risk students, including, but Not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 90,700
C.	Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	513
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3. Summary of Accomplishments

We continue to be pleased with the College's achievement in retaining developmental students and advancing them to successful completion of their college-level English and mathematics courses.

We attribute some of this success to the additional funding we receive through the At-Risk Grant to support those who are struggling. In addition, we believe that some of the positive effect may be due, in part, to a teaching/learning approach throughout the College of "high challenge/high support". In order to maintain high standards and contend with the increasing academic deficits of many entering students, a strong liaison remains between the Learning Assistance Lab and the Instructional areas. High academic support is an integral part of the collaboration process. This approach is used to assist students in reaching the expected standards of competency established in college-level classes. Through the funding of the At-Risk Grant, we monitor each developmental student's attendance and performance regularly throughout the semester. Once a struggling student is identified, contact is made by an At-Risk counselor and a meeting is planned. Tutoring, testing strategies and other forms of "high touch" academic assistance are discussed and encouraged as essential parts of an individualized improvement plan. Continued counseling throughout the semester provides these students with strong support coupled with realistic academic and career planning.

We appreciate the funding that we receive through this grant. Without regular monitoring and early intervention, many of our developmental students might "slip through the cracks" and not persist toward a college certificate or degree. Linking the developmental instruction with strong support services, we strive to increase these individuals' study skills and basic skills knowledge base. The ultimate goal remains to assist these students toward successful educational achievement. Hopefully, the fulfillment of that accomplishment leads to gainful employment in a world that demands strong skills in a highly technological environment.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Montcalm Community College	
	Contact Person	Dan Snook	
	Title	Developmental Education Coordinator	
	Telephone	989-328-1282	Fax 989-328-2950
	E-Mail	dans@montcalm.edu	

1. Expenditures:

A.	Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 67,800.00
B.	Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 64,058.01
C.	Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 3,741.99

2. At-Risk Students Served (Unduplicated Count)

477

3. Summary of Accomplishments

During the 2003-2004 grant year, Montcalm Community College used our At-Risk funds to provide one full-time Lab Instructor in the Developmental Education Lab, to pay for professional and peer tutors, and to upgrade both computer hardware and software for the Developmental Education Program. During that time, we served 477 students. This represents an increase of 209 students (77%) from the previous grant year. Montcalm Community College has experienced significant enrollment increases, especially among At-risk students over the past year due to local factory closings and the poor economy in general. At-Risk funds have allowed us to provide needed assistance to these students.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Mott Community College	
	Contact Person	William R. Angus	
	Title	Vice President for Academic Affairs	
	Telephone	810-762-0237	Fax 810-762-0257
	E-Mail	bangus@mcc.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 101,900
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 38,362
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 63,538

2. At-Risk Students Served (Unduplicated Count)

3,400*

3. Summary of Accomplishments

*Please note that the data methodology for counting MCC's "at-risk" students has been updated, resulting in numbers significantly different from previous years.

The most significant use of the State of Michigan At Risk Grant funds were to provide computers in two student labs that underwent significant renovations this year. The computers in the Writing Center were outdated and could barely support the software needed for students to complete their various writing assignments. The newer computers help students with more reliable equipment that allows the students to focus on their writing rather than computer issues. The Foreign Language Lab has been completely redesigned, adding new computers to give students access to software that allows them to practice languages via listening and printed materials. Previously, only audio cassette training was available to students in this lab.

Also purchased using At-Risk Grant funds were two file servers; Blackboard and E-Mail/DialUp. The Blackboard file server allows students to access their course materials at any time throughout the semester. Many faculty require students to obtain handouts, participate in discussion boards and send e-mail via this technology. The replacement of the E-Mail/Dial Up server provides free student e-mail and Internet access to MCC students. Many students cannot afford this service and the college is dedicated to providing access to students to not only make them successful in their studies, but to also prepare them to interact in the workplace.

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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College:	Muskegon Community College	
	Contact Person:	Janie P. Brooks	
	Title:	Dean of Students and Community Services	
	Telephone:	(231) 777-0265	Fax (231)
	E-Mail:	brooks@muskegoncc.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2002-03 At-Risk grant (P.A. 161 of 2002, Section 401(3)) | \$ 185,300 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 185,300 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)	2,430
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3. Summary of Accomplishments

During 2003-04 the unduplicated head count increased by nearly 18% (435). Therefore , we had a significant increase in the number of students enrolled in our developmental classes. We did not hire additional staff.

The at-risk counselor continues to work with First Generation students and the career services staff placing students in job shadowing experiences.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	North Central Michigan College	
	Contact Person	Kathryn Flewelling	
	Title	Director, Learning Support Services	
	Telephone	231/348-6817	Fax 231/348-6818
	E-Mail	kflew@ncmc.cc.mi.us	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$121,300
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$118,646
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 2,654

2. At-Risk Students Served (Unduplicated Count)

681

3. Summary of Accomplishments Please be brief.

During the 2003-2004 academic year, Learning Support Services assisted over 2200 students. Among the services they accessed are an in-house library of textbooks, video lessons, and tutorials with private rooms for viewing and studying; COMPASS and CLEP testing; as well as a surging test proctoring service, catering primarily to the needs of at-risk and/or special needs students.

Our tutorial coordinator reports the tutoring services provided over 1200 hours of assistance to 278 different students. These services, staffed by over 20 peer tutors and headed by 2 part-time lead math and English tutors, were delivered in both group and one-on-one settings as well as online. Each developmental class was visited each semester by either one of the lead tutors or the tutorial coordinator who explained to them the services available.

The two 20-computer developmental classrooms continue to receive consistent usage, primarily in the areas of math and English. Our open computer lab housing 35 computers logged upwards of 18000 hours of use in assessment testing, community activity, and general student use.

The year's end brought another new director to Learning Support Services, and with that a shift in layout to a more functional floor plan including larger computer and study workstations as well as more accessible and student-friendly personnel spaces. Our goal is to keep moving in that direction, honing our services to best meet the needs of the students, and develop more programming that can make students' educational experiences successful.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College: Northwestern Michigan College	
	Contact Person: Darby L. Hiller	
	Title: Coordinator-Institutional Research	
	Telephone: (231) 995-1084	Fax (231) 995-1080
	E-Mail: dhiller@nmc.edu	

1. Expenditures:

A. Amount of 2002-03 At-Risk grant (P.A. 161 of 2002, Section 401(3))	\$ 129,700
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 0
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 129,700

2. At-Risk Students Served (Unduplicated Count)

844

3. Summary of Accomplishments

Northwestern Michigan College provides the following services to increase student success and college retention of at risk students:

- Academic Advising.
- Mandatory COMPASS testing and placement for English, reading, and math.
- Tutoring services.
- Support services for students with documented learning disabilities.
- Career exploration.
- Study skills workshops and videos.
- Learning assistants (LA's) in the developmental math courses.
- Teaching assistants (TA's) in the developmental English 99 courses.
- Learning Coaches in the Center for Learning to assist with remedial software and supplemental course instruction.

Supplemental videos at Library Circulation Desk for student check out, providing additional tutorial assistance with course materials.

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College: Oakland Community College			
	Contact Person : Letyna A. Roberts		Philip R. Hale	
	Title: Manager, Office of State and Federal Programs		Dean of Applied Technologies	
	Telephone:	248-232-4050 248-23-4011	Fax: 248-232-4052	248-232-4313
	E-Mail: larobert@oaklandcc.edu		prhale@oaklandcc.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 141,700 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 141,700 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)

1,420

3. Summary of Accomplishments

During this reporting period, Oakland Community College utilized At-Risk funds to support a variety of Student Support initiatives that assisted students in achieving their academic, career and occupational objectives. The following is a summary of these activities and outcomes.

1. **Summer College Preparation Academy** – This program again, received supplement support during this fiscal year along with its continued collaborative partnership with Pontiac City Schools and local business and industry partners. The Summer College Preparation Academy targeted two local high schools from the Pontiac community offering a 7 1/2 week Summer College Preparation Academy for academically and economically At-Risk juniors and seniors with a G.P.A. ranging from 1.8-2.5. This program's objective is to provide a pre-college enrichment opportunity to below average and average performing At-Risk high school students in developmental and specific occupational level college courses. Additionally, this program allows program participants an opportunity to improve their academic skills, strengthen their self-esteem, develop an awareness of the rigors of the college experience, obtain career vocational and college information and become aware of career options while earning college credits. Fifty students participated in this year's program, of which 36 were African-American, 4 Hispanic/Latino, 7 Asian, and 3 Caucasian. Participants were required to take the following courses: Orientation to College, Elementary Algebra, College Success Skills, Personal Computer Applications, and or an occupational course along with extensive participation in a Career Exploration Series to examine careers of interest and explore alternative possibilities along with opportunities to participate in various assessments. A Leadership and Career Development workshop sponsored and facilitated by local business and industry leaders allowed students to learn about critical leadership qualities and interact and become engaged with professionals working in specialized career fields. A Parent Advocate component continues to be integrated, which has proven to be vital to overall student success and allows for parental participation. This component educates parents on strategies for a successful transition from high school to college and offers a series of informational sessions regarding general college preparation information for their sons/daughters in Financial Aid, Career Development, Employment Trends and an overview of the student support services available on most college campuses. Twenty-six students successfully completed this program with a average GPA of 2.30.

2. **Program for Academic Support Services (P.A.S.S.)** – Through the P.A.S.S. departments, located at all of our five campus sites, eligible students received an array of support services designed to enhance the overall academic and personal success for the learning disabled, academically challenged, ESL population and students in developmental courses. The P.A.S.S. department offered individual and group tutoring conducted by a team of professional and peer tutors, additionally offering test time, alternative testing arrangements, readers, scribes, note takers and the use of assistive technology. Eligibility is determined through a intake process designed to assess the students academic and personal challenges, the appropriateness for services and intervention/prevention strategies to be employed. Students access services through numerous channels; self-referral, faculty, counseling and or external agency referral. Additionally, each student works directly with an Academic Specialist who is responsible for conducting a target assessment of the academic barriers impeding the students academic success, students' learning style and provide direction and a plan of action to move them towards becoming independent learners. Further, extensive academic counseling and career planning services were provided through the counseling departments for all students registered through the P.A.S.S. offices. All students were required to work with the Coordinators of these departments to develop an Educational Employment and Academic Plan of Work, a tool used to assist the student establish goals and identify the needed support services available through the college and or community that are available to ensure their academic success is attainable.
3. Academic Progress is measured through tutorial reports, faculty reports, mid semester and final grades and students self-reporting. We continue to see positive improvements in students' academic performance as a direct result of these specialized support services.
4. The P.A.S.S. department continues to work in collaboration and closely with the Individual Instruction Centers (IIC) college-wide for additional tutoring support and for the purpose of referring students for skill-building workshops in the areas such as; **Time Management, Note-Taking, Effective Listening Skills, Problem Solving, and Reading Comprehension**. The academic progress of all students was monitored through on-going communication between the P.A.S.S. office staff and the course instructor(s), to review mid-term progress reports from faculty and tutoring reports submitted by tutors and student conferencing.
5. Job Readiness and Skill-Building Workshops, Co-op and Job Placement assistance continues to be offered specifically targeting AT-Risk/Special Population students whom were upcoming graduates and was designed to teach and offer strategies on preparing for the workplace. Workshop topics included: resume writing, networking, how to conduct an effective job search, accessing community resources, self-advocacy, interviewing techniques, prospecting and employment retention. This event was supported with other college special initiative funds, local school districts, human and community service agencies, and business and industry partners.
6. Statistical breakdown of students served college-wide through At-Risk funding is as follows: ESL- 650, Learning Disabled- 384, and Academically Disadvantaged -261 with a significant number of women requesting services.

Project BOLD (Building Opportunities, Learning Skills and Direction)

7. At-Risk funds were again allocated to supplement and support Project BOLD which is a collaborative project between OCC, the local Oakland County Office of the Michigan Departments of Rehabilitation Services and the P.A.S.S. offices. The objective of this program is to specifically provide compensatory strategies and other specialized support services to students with learning disabilities and/or those diagnosed as ADHD. Specific services offered include: vocational and career counseling, academic support and counseling, personal development strategies, and tutorial support and evaluation. Partnerships continue to be formed with local secondary school districts representing the Tri-county Metropolitan Detroit Area. Forty-three students participated in this program during the FY 2003/04 with 72% of the students enrolled in Developmental English, 37% enrolled in the lowest level of Developmental English and 84.6% enrolled in Developmental Mathematics courses. Of the 43 participants, 9 students have successfully completed their community college courses and are now pursuing higher degrees through local universities and colleges, 2 are working full time, 1 joined the Armed Forces, and the remaining students withdrew for reasons unknown.
8. Of the 43 OCC students, 19 had cumulative grade point averages of 3.0 and above, 9 had a GPA's of 2.5-2.99, 7 students had GPA's of 2.0-2.49, 3 had GPA's below 1.0-1.99, 4 students withdrew from all courses.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

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SUBMITTING EDUCATIONAL AGENCY	College	St. Clair County Community College	
	Contact Person	Carol Nowakowski	
	Title	Dean of Students and Instructional Support Services	
	Telephone	810-989-5561	Fax 810-984-4730
	E-Mail	cnowakowski@sc4.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 88,500
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 88,500
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	686
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3. Summary of Accomplishments

The 686 students enrolled in remedial courses have completed an Educational Development Plan during their mandatory initial advising appointment provided through the Office of Student Success Services. In addition, 219 students needing accommodations and/or assigned tutoring have met with the Student Learning Center's counselor. Many At-Risk students utilized the services of the drop-in and online tutoring programs. Students enrolled in remedial Reading and English courses worked closely with the Enrichment Center Specialists for completing required computerized software assignments. Also, the Enrichment Center staff assisted the students with career exploration and job search activities. The At-Risk provided financial support for part-time staffing of 1 coordinator, 1 part-time professional counselor, 2 part-time secretaries, and approximately 46 tutors/disability service providers.

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October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Schoolcraft College	
	Contact Person	Deborah B. Daiek	
	Title	Associate Dean	
	Telephone	734-462-4400 Ext. 5299	Fax 734 462-4542
	E-Mail	ddaiek@schoolcraft.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 134,800
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 134,800
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)

1,959

3. Summary of Accomplishments

Basic Program: During the 2003-2004 program year, Schoolcraft College provided academic support and advising for 1,959 At-Risk students. Of the 1,959 students, 839 received special assistance from a Financial Aid Counselor, trained to work specifically with at-risk students who need financial assistance. Schoolcraft's Learning Assistance Center provided 6174 hours of tutoring and other academic support for 1120 At-Risk students, including 367 students with learning disabilities and 41 students with limited English proficiency. In addition, an At-Risk Counselor in the Learning Assistance Center has met individually with 970 At-Risk students to provide specialized support and advising. Unique Program Components: *Professional Academic Advising and Counseling:* A team of faculty members individually assess At-Risk students and prescribe appropriate tutoring or computer-assisted support services. One-on-one contacts are a critical service offered to At-Risk students and include assistance from a counselor, faculty mentors and peer tutors. *Financial Aid Counselor:* Students that are At-Risk typically have greater financial need than students who enter the College with the appropriate skill levels. A part-time financial aid counselor is specifically assigned to help At-Risk students with Pell Grant applications. *Writing Fellows Program:* Writing Fellows assist At-Risk students with writing assignments both in-class and in one-on-one sessions. Online assistance is also available for At-Risk students in distance learning classes. *International Student Relations Club:* A club for international students continues to provide LEP students with opportunities to practice spoken English in social settings. The club meets informally once a month to share cultural activities and discuss current issues, trends, and events. *Mentoring Program:* A special mentoring program provides individualized support for At-Risk students who have a learning disability, limited English proficiency, or are entering a nursing program. *Language Tutors:* The Tutoring Center continues to offer specialized language tutoring for LEP students. The Language Tutors assist students with the development of their written and spoken English skills.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
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SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Southwestern Michigan College	
	Contact Person	Heather Beadle	
	Title	Director of Institutional Research	
	Telephone	269-782-1323	Fax 269-783-2115
	E-Mail	hbeadle@swmich.edu	

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 152,400
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 152,400
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (Unduplicated Count)	2,246
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3. Summary of Accomplishments

1. Formed English as a Second Language Advising Committee to better coordinate outreach activities, intake and assessment procedures, placement and advising of ESL students.
2. Hired a half-time faculty member to coordinate ESL program.
3. Hired a part-time advisor for Hispanic students.
4. Revised College Arithmetic and Elementary Algebra objectives revised based on several years' outcomes assessment data.
5. College Reading objectives revised based on outcomes assessment data.
6. Continued 90% or higher pass rates on the exit exam for developmental writing classes.
7. Laying groundwork for taking basic skills assessment testing to area feeder high schools.
8. Improved process for identifying and advising students with extremely low assessment scores. These students are admitted via learning contracts through the special populations office and may take courses on a limited basis until they establish that they can be successful. Students are monitored and given an academic support plan.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Washtenaw Community College	
	Contact Person	Catharine Gilgenbach	
	Title	Manager, Student Resource and Women's Center	
	Telephone	(734) 973-3653	Fax (734) 973-3692
	E-Mail	gilgec@wccnet.org	

1. Expenditures:

- | | |
|---|-------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 157, 200 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 157, 200 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)

4, 784

3. Summary of Accomplishments

The At-Risk program is administered by the Student Resource and Women's Center (SRWC) in the Student Services Division. At-risk students are afforded the opportunity to work one-on-one with the same case manager throughout their educational experience at WCC. Case management has been an effective approach for at-risk students and includes the following services: a diagnostic intake interview, career assessment, financial need assessment, staff assistance with education or interpersonal issues, advising in academic, career, and financial areas and monitoring of progress and other support services. Additionally, specialized workshops in debt management, family law, career awareness, and transfer options are offered to assist students with life skills and enrichment opportunities.

SRWC works collaboratively with other college departments to provide a comprehensive program including: developmental classes in reading, composition and math; entry assessment testing using COMPASS; specialized assistance in the Reading, Writing and Math Centers; and study skills development. In addition, the Learning Support Services office provides assessments and interventions to assist students' academic performance as well as tutoring services and computer-assisted learning.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College	Wayne County Community College District	
	Contact Person	John Bolden	
	Title	Vice-Chancellor of Student Services	
	Telephone	313-496-2536	Fax 313-496-0451
	E-Mail	jbolden1@wcccd.edu	

1. Expenditures:

- | | |
|---|------------|
| A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3)) | \$ 129,500 |
| B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ 129,500 |
| C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ 0 |

2. At-Risk Students Served (Unduplicated Count)

1,050

3. Summary of Accomplishments

The At-Risk Program at Wayne County Community College District provides supportive services to developmental, learning disabled, and ESL students. The major activities are learning assistance and tutorials, both group and individual.

To address the various learning needs of developmental students, there were several changes in the curriculum and support provisions. First of all, courses and services were aligned with career pathways in order to increase students' motivation and academic performance. This shift increased the internal linkages between career planning and placement and instruction, resulting in more students gaining a clearer concept of the cognitive skills that are necessary for success in their chosen profession.

The At-Risk program utilizes a laboratory format to provide learning assistance and study strategies workshops. Students enrolled in career and technical courses are assigned computer-assisted and web-based programs to reinforce concepts introduced in the classroom. To motivate students to utilize these materials, instructors include the laboratory requirement as part of their class syllabus. To acquaint staff with the range of support materials, freshman year course instructors are introduced to the support materials by support staff and are provided workshops to gain familiarity with integrating these materials into their instructional methodology.

The program continues to visit all developmental, ESL, and first-year classes to introduce students to the support services that are available and the process for utilizing these services. In addition, students who are experiencing academic difficulties receive correspondence each semester from the academic support office to inform them of the services that are available to assist them improve their performance.

As the program continues to establish strong ties with the instructional staff, we will continue to strengthen performance in developmental and ESL classes.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
Public Act 146 of 2003

SUMMARY REPORT

October 1, 2003 – September 30, 2004

SUBMITTING EDUCATIONAL AGENCY	College: West Shore Community College 3000 North Stiles Road Scottville, MI 49454		
	Contact Person: Dr. Kevin A. Pollock		
	Title: Vice President of Student Services		
	Telephone	231-845-6211 ext 3112	Fax 231-845-3944
	E-Mail kapollock@westshore.edu		

1. Expenditures:

A. Amount of 2003-04 At-Risk grant (P.A. 146 of 2003, Section 401(3))	\$ 118,200.00
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 103,439.61
C. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 14,760.39

2. At-Risk Students Served (Unduplicated Count)

264

3. Summary of Accomplishments

The At-Risk program at West Shore Community College (WSCC) consists of students enrolled in the Introduction to College Writing (ICW), Introduction to College Reading (ICR), College Learning Strategies (CLS), and Pre Algebra (PA) classes. The CLS class emphasizes study skills, test taking techniques, time management skills, and goal setting. All full-time students, who fall below the ASSET test minimums in English and reading, must take the ICW and ICR courses during their first semester at WSCC. Besides one-on-one counseling, the At-Risk counselor conducts classroom visits in each section of the above classes during the semester supplying information on career options/ choices in addition to advising on individual curriculums. An Educational Development Plan (EDP) is established, which is used to assist the student in planning career goals and choosing the appropriate classes to achieve those goals.

The Learning and Testing Center (LTC) provides computerized and video instructional support for all the aforementioned classes plus testing services for the PA offerings. A one-hour per week lab has been added to the ICW class requirements. The lab is designed to provide additional assistance by giving the student added opportunities to interact with the instructor. A student must achieve an 80% exam score to be excused from participation in the lab. The WSCC Support Tutoring and Resource Services (STaRS), in conjunction with the college's Special Populations Program, has been established to assist At-Risk students with tutoring needs and coursework assistance. Congratulatory letters are mailed at mid-term and after final exams to those students who successfully complete that segment of the semester. The At-Risk counselor and the Vice President of Student Services individually sign each letter.

Beginning with the Fall 2004 semester, WSCC has implemented a Supplemental Instruction (SI) program designed to compliment the classroom proceedings as well as a mentoring program devised for first-year students. Additionally, the credit hour total for the Pre Algebra course was increased from three to four hours to allow added classroom contact time between student and instructor.

prepared by Carol Grove, MD/LEG, OPS, CCSU/1/1305